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AUTHOR Wiegers, Nancy: And Others
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ABSTRACT

Title IX is a Federal law prohibiting discrimination in education on the basis of sex. This booklet was written to introduce students to the Law and its implications. Topics covered include: (1) schools affected by the regulations: (2) admissions to schools: (3) entrance to courses: (4) counseling and guidance: (5) extracurricular activities: (6) athletics and competitive sports: (7) marital and parental status: (8) school rules and regulations: (9) student services and benefits: (10) financial aid: (11) curricular materials: (12) facilities: (13) employment: and (14) self-evaluation and affirmative action. Appended to the booklet is information about types of schools, a resource bibliography, and a guide to HEW regional offices. (MK)

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TITLE IX: an overview of the law for students

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Massachusetts Department of Education
A STUDENT GUIDE TO EQUAL RIGHTS: Part 2

Prepared and written by the staff and students of the Student Commitment to Educational Equity project, sponsored by the Massachusetts Department of Education, Bureau of Student Services, and funded by a grant from the Women's Educational Equity Act Program.

Joan E. Schuman, Director, Bureau of Student Services

Kathleen Atkinson, Project Director
Dawn Brennan-Daly, Project Staff Member
Polita C. Gordon, Project Staff Member
Nan D. Stein, Project Staff Member
Mary Kay Tetreault, Project Staff Member

Authors:

Nancy Wiegers, Project Staff Intern
James M. Kennedy, Project Staff Intern

Janet Baker, Student Staff Member
Holly Barrett, Student Staff Member
Katherine Gaines, Student Staff Member

Sally Gelardin, Editor

Dodi Rabinovitz, Student Staff Illustrator
Alice Scovell, Student Staff Illustrator
Carl Seletz, Student Staff Illustrator

Production:

Bureau of Educational Information Services, Massachusetts Department of Education

Richard Gilman, Director

Cynthia Nadreau, Production Coordinator
Michaela Meduna, Graphic Designer

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ABOUT THE SERIES

Students are often in the best position to know if their schools discriminate against them on the basis of their sex. Working together or with teachers, parents and community groups, they can do a great deal to change discriminatory practices that exist in schools.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in the admission and treatment of students in education programs and activities receiving federal financial assistance. Sex discrimination in the employment policies and practices in these institutions is also prohibited.

This series was written by a group of high school students in Massachusetts who have been working to implement Title IX in their own schools and training students and teachers from other systems about discrimination and the law. The purpose of the series is to provide students with the information and resources needed to deal with sex discrimination in their schools. The series contains three handbooks:

Part I, "Sex Discrimination in Schools — A Student Perspective," discusses the problem of sex discrimination, what it is, where it exists in schools, how it can affect the lives of males and females and how Title IX can end discriminatory practices.

Part II, "Title IX: An Overview of the Law," explains in simple language each section of the Title IX regulations and gives examples of how they apply to schools.

Part III, "Title IX: An Action Guide for Students," discusses ways that students can work to end discrimination where it exists in their schools, including how to file a grievance, how to work with students, administrators and teachers on Title IX, how to run workshops and how to publicize issues related to Title IX.

Hopefully this series will make students aware of their rights as guaranteed by Title IX and will assist them in their efforts to obtain a sex fair education in their own schools.

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HOW TO USE THIS BOOKLET

The first step in dealing with sex discrimination is to learn about Title IX and how it applies to your school. This booklet explains the Title IX regulations in simple terms. Regulations affecting different areas of school policies and educational programs are outlined, and examples of how they apply to schools are given.

Appendix B, the Bibliography of Resources, includes a list of other handbooks which provide an explanation of the regulations and tells how to obtain copies. Sometimes the best way to obtain information is directly from the source. To send for your own copy of the Title IX regulations which can be used in conjunction with this handbook, contact your regional education office of the federal Department of Health, Education and Welfare (HEW). A list of the regional offices is provided on page 34.

The information in this booklet will help you understand how the policies, programs and practices in your school are affected by Title IX.

TITLE IX.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Title IX of the Education
Amendments of 1972
Public Law 92-318

GENERAL INFORMATION

Title IX of the Education Amendments of 1972 is a federal law that makes sex discrimination in education illegal. The law prohibits discrimination based on sex against students in the process of admission to schools and in school programs once they have been admitted. All schools, education programs and activities which receive financial assistance from the federal government must obey Title IX (to find out how your school is affected by the law turn the page).

In July, 1975, a set of regulations for Title IX were put into effect. These regulations define the specific responsibilities of schools to make their policies sex-fair. The regulations must be obeyed just as the law must be obeyed. Because Title IX is a federal law it must be obeyed even if there are state laws which conflict with it.

SCHOOLS AFFECTED BY REGULATIONS

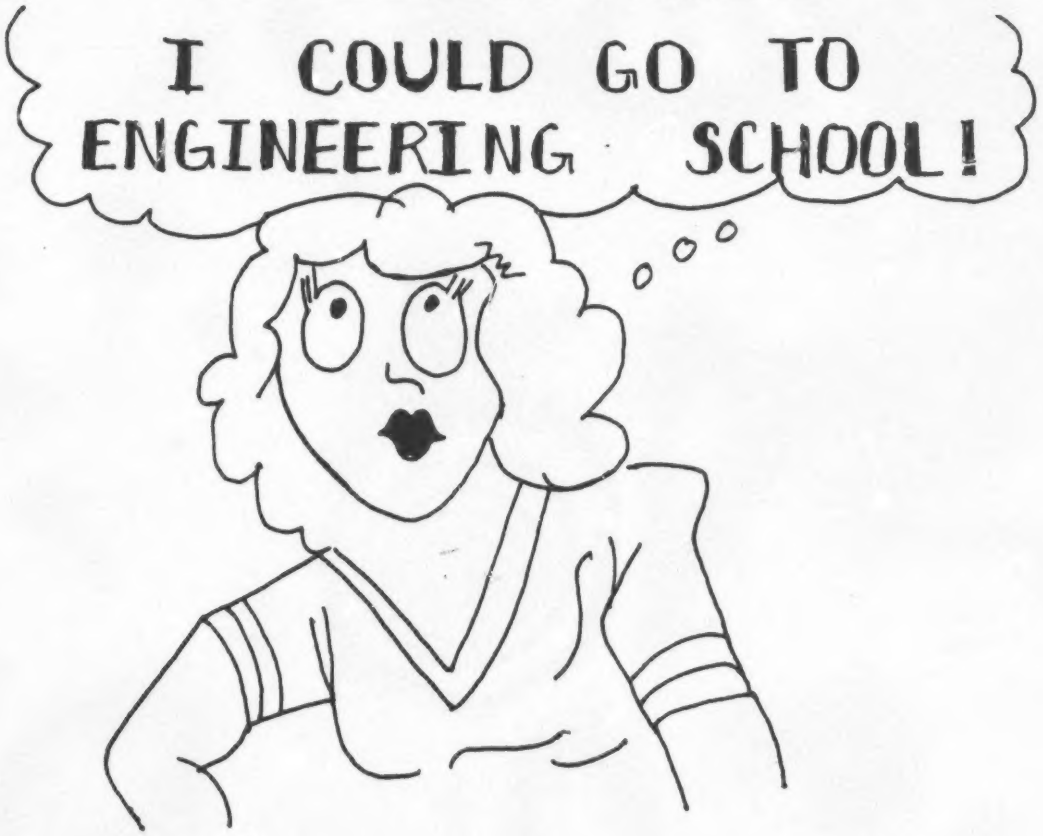
Sections 86.11-86.14 of the Regulations

All public schools receive federal funds in one form or another. Therefore, Title IX applies to all public elementary and secondary schools, special academic high shcools and vocational and technical schools. It also applies to all public and most private colleges and universities which receive federal funds.

The following organizations are not covered:
any educational institution controlled by a religious organization, military and merchant marine educational institutions, social fraternities and sororities in post-secondary institutions, YM and YWCA's, Girl and Boy Scouts, Camp Fire Girls, and other voluntary youth service organizations.

ADMISSION TO SCHOOLS

Sections 86.15 and 86.21 of the Regulations



How a school admits and selects students is a very important matter to any student interested in attending that school. A female student who wishes to attend a vocational-technical high school and is denied admission because someone believes vocational trades are for males has been denied an opportunity to learn valuable skills. The regulation states that no person may, on the basis of sex, be denied admission to a school or be discriminated against in the admission process. The admissions section of the regulation is especially important to students who are interested in applying to vocational high schools or students who are about to apply to college or graduate school.

Admission coverage:

This admissions regulation applies to all vocational schools, professional schools, graduate schools and public undergraduate colleges and universities, except those which have been traditionally single-sex.

Certain types of schools do not have to obey the regulation on admissions. They include: public elementary and secondary schools, except for vocational schools, and private universities and colleges (Appendix A includes a description of each type of school).

The regulation prohibits:

* ranking applicants separately on the basis of sex;

* restricting the number of students admitted of either sex by using quotas or other numerical limits;

* treating one individual differently from another on the basis of sex;

* using any test or entrance requirement which tends to restrict the admission of members of either sex, unless the test or requirement is shown to accurately predict success in the program and alternative tests are not available;

* applying any rule concerning the present or potential parental, marital or family status of a student which treats persons differently on the basis of sex;

* discriminating against or excluding any person on the basis of pregnancy or related conditions (for more information on this see the section entitled Marital and Parental Status); or

* making any pre-admission inquiry as to the marital status of the applicant.

Recruitment:

Some schools, especially vocational schools, colleges and universities, actively seek the type of students they want. This process is called recruitment. Recruitment officers of schools send representatives to meet with groups of students to interest them in attending their school, or send pamphlets about their school to guidance counselors. Sex discrimination in the recruitment of students is prohibited by Title IX.

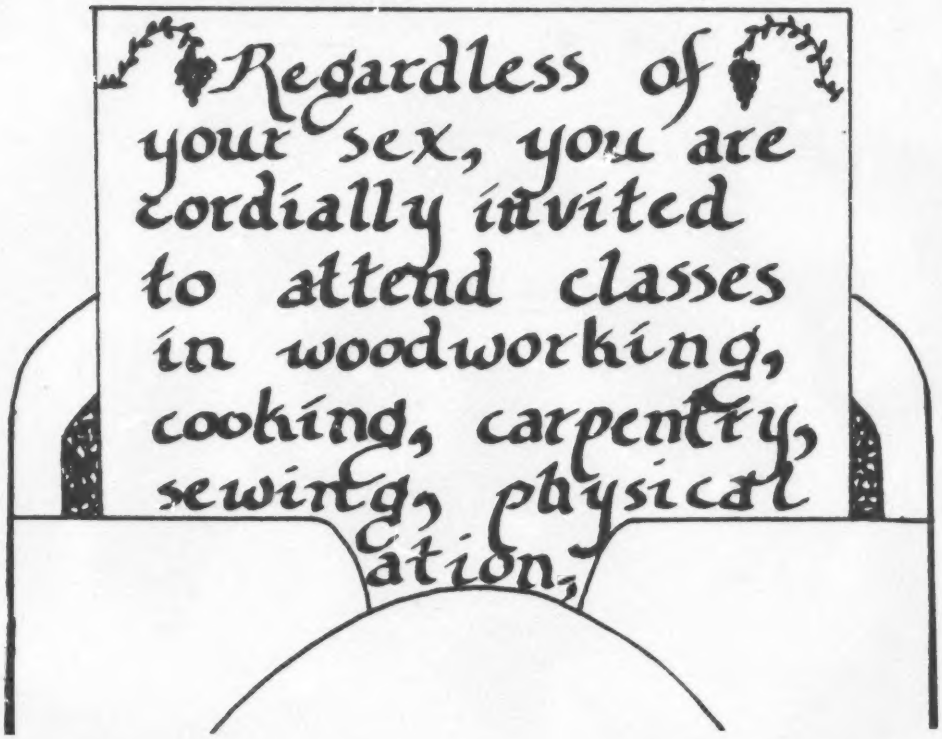
School officials may not give preference to students and may not recruit students solely because they attend a predominantly single-sex school, unless the overall number of students to whom such preference is given includes roughly equal numbers of males and females.

When recruiting, a school may not consider applicants separately on the basis of sex unless additional recruitment efforts for members of one sex are intended as a remedial or affirmative action (see p. 28 for definition).

Title IX also affects a school's recruitment materials. A school brochure that shows only females or only males, only blacks or only whites, presents the school as existing to serve only one kind of student. The language and pictures in a school's brochure should communicate that all services and programs are available to all students.

ENTRANCE TO COURSES

Sections 86.31 and 86.34 of the Regulations


Regardless of your sex, you are cordially invited to attend classes in woodworking, cooking, carpentry, sewing, physical ation,

This regulation guarantees all students an equal opportunity to enroll in all courses. Students must be able to enroll in elective courses based on their own abilities and interests. Required courses must be the same for all students. An academic course may not be restricted on the basis of sex.

The regulation states:

* courses and other educational activities may not be offered separately on the basis of sex;

* schools may not refuse a student admission to any course based on the student's sex; and

* schools may not require males and females to take different courses.

This regulation applies to all courses, including health, physical education, vocational education, business, home economics, industrial arts, music and art, regular academic ocurses and adult education courses.

The regulation means that schools can no longer require girls to take home economics while requiring boys to take industrial arts. Furthermore, it means that gym class must be coed, since it is considered to be a regular required course. Some special considerations are explained below.

Physical Education Courses

Schools must comply with this requirement as quickly as possible, but in no case later than July, 1976 at the elementary level and July, 1978 at the secondary and post-secondary levels. This time allowance applies only to physical education courses.

Students may be grouped by ability in physical education classes and activities, as long as ability is determined by standards which do not take into consideration the sex of the students. This means that students can be grouped according to who can run fast or who shoots baskets well. If these groups end up to be all male or all female, that does not violate Title IX.

Students may be separated by sex within physical education classes during participation in contact sports. However, the content of the course must remain the same for both sexes.

Health

Sections of health classes which deal with human sexuality may be conducted separately for males and females.

Vocal Groups

Schools may make requirements for choruses or vocal groups based on vocal range, even though this may result in choruses of one or predominantly one sex.

COUNSELING AND GUIDANCE

Sections 86.31 and 86.36 of the Regulations

Most high school guidance programs place heavy emphasis on college and career counseling. The courses you are advised to take in high school may determine the choices you have after graduation. Since the advice and assistance you receive from your school's guidance programs affect your future, you should be aware of your rights in this area.

The Title IX regulations require equal treatment of both males and females by counselors. They state that course, career and college counseling must be based on students' individual goals and talents without regard to sex.

In some cases guidance counselors encourage students to follow careers or enroll in courses based on their sex, discouraging them from following their expressed interests. For example, a guidance counselor might advise a male student who had an interest in studying science in college to prepare by taking physics, while a female student with the same abilities and the same goal might be told to take the high school course in child psychology. On the other hand, a male student interested in child development might be encouraged to look instead at school administration, because child development is considered to be a "women's field". This type of sex biased advice limits the choices available to students. According to the regulations counselors may no longer give advice to students based on their personal bias about what are "proper" careers or life plans for men and women. Rather, they must tell students about all career opportunities relevant to their interests.

The regulation states:

* tests used in guidance to determine occupational or academic aptitude or interest cannot discriminate or limit choices on the basis of sex;

* schools may not use different guidance materials for students based on sex;

* schools have the responsibility of insuring that materials used for the purpose of job training and job recruitment do not give preference for students of one sex; and

* counselors should encourage and support students interested in non-traditional educational and occupational choices.

EXTRA~CURRICULAR ACTIVITIES

Section 86.31 of the Regulations

According to Title IX, no club or extra-curricular activities sponsored by your school can exclude students because of their sex. In other words, no clubs or other activities can be provided for males only or for females only. The one exception is voluntary youth service groups not connected with the school such as the Boy Scouts, Girl Scouts, YMCA and YWCA.

This also means that school announcements and club titles must be phrased in a manner that includes all students. Announcements of extra-curricular activities or clubs cannot say, "all interested girls can try out for cheerleading after school," or all boys who want to join the chess club sign up in room 226."

ATHLETICS AND COMPETITIVE SPORTS

Section 86.41 of the Regulations

Athletics is one area of Title IX which interests many students. Schools have systematically discriminated against females by limiting the number and type of athletic teams offered to them or by restricting practice time and playing time and providing less coaching. Unequal treatment of the sexes results from the traditional bias that females are not as capable as males in physical activity and that females on the whole are "just not interested in sports."

In the past, unequal treatment has limited the opportunities of female athletes to develop skills during their school years. Title IX ends this form of discrimination. Title IX affects not only the outstanding athlete, but protects the right of all students to meaningful participation in sports.

According to the regulation:

* the athletic programs offered by your school should reflect the interests and abilities of both males and females;

* all school athletic teams should be integrated on the basis of sex except in the case of contact sports or where selection for such teams is based on competitive skill;

* all intramural teams (based on interest rather than ability) in non-contact sports should be open to both male and female students.

* schools must provide males and females with equal opportunities and access to equipment, uniforms, coaching and academic tutoring, locker rooms and other facilities, medical and training services, publicity and in-school support such as pep rallies, bands and cheerleaders.

Conditions Under which Schools Are Allowed to Have Sex-Separate Teams

The athletic regulation of Title IX may seem somewhat confusing at first. To understand how this regulation applies to your school you must first understand under what conditions a school is allowed to have sex-separate teams, and when it is not.

Schools have some flexibility in deciding how equal opportunity in athletics is provided. However, there are only two cases in which schools can maintain sex separate teams: in contact sports and when selection for a team is based on competitive skill. However, if a school operates a team in a particular sport for

members of one sex but offers no such team for the other sex, and athletic opportunities for members of that sex have been limited in the past (see cases), the members of the excluded sex must be allowed to try out for the team unless the sport involved is a contact sport.

Contact sports include football, ice hockey, boxing, wrestling, rugby, basketball, and those sports that involve a large amount of bodily contact. They do not include swimming, track, golf, baseball, tennis or soccer. When sex separate teams are offered, males and females must be provided with equal access to coaching, equipment, facilities, etc.

When selection for interscholastic teams is based on competitive skill, sex separate teams may be allowed. since selection for most interscholastic teams is based on skill, this means most of your school's interscholastic teams can be sex-separate. However, schools must continue to meet the interest and abilities of both male and female students.

The following cases may help you understand how the athletic regulations may be applied to situations in your school:

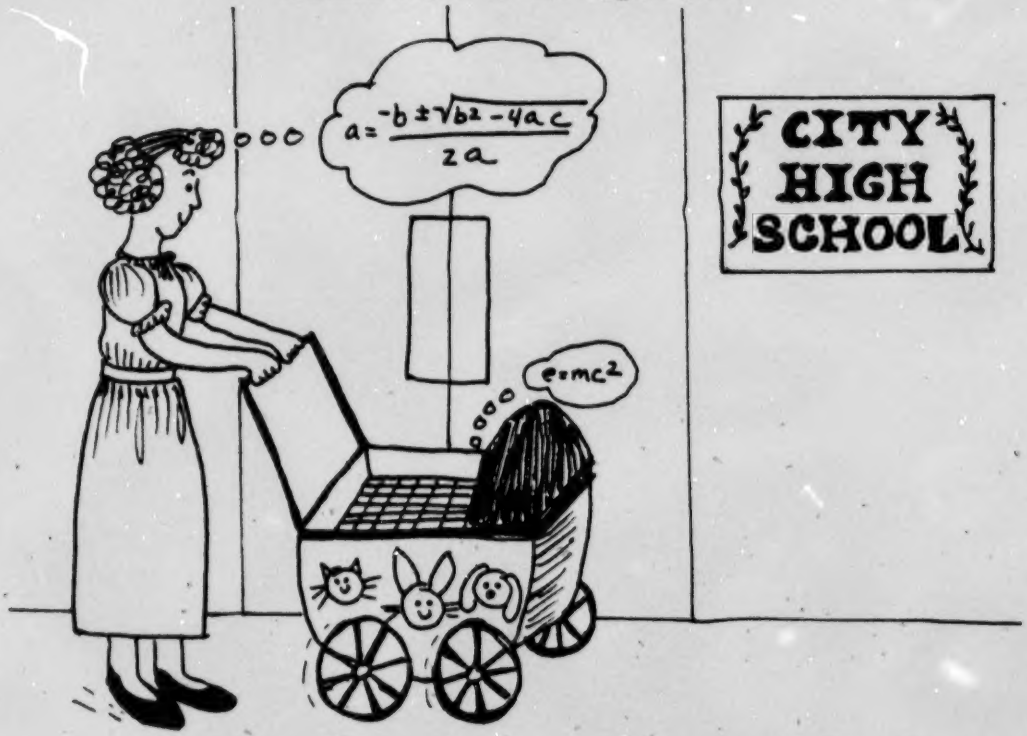
Case 1: City High has only one interscholastic track team. It is open to males only, but there are a large number of females interested in competitive track. How would title IX apply to this situation? If the overall athletic opportunities for females have been limited in the past at City High (for example, females have had only three interscholastic sports to choose from while males have had six different sports) then City High must increase the number of interscholastic teams available to females. Since the regulations says that City High must consider the interests and abilities of the students, and a large number of females have expressed an interest in track, City High must offer interscholastic track and field to females. City High could do this by making the existing team coed (track is a non-contact sport) or, since participation is based on competitive skill, they could offer a separate team fpr females.

Case 2: Suppose City High has only one intramural tennis team, for males only. What happens to females who are interested in playing tennis? The regulations state that all intramural teams in non-contact sports should beopen to both male and female students. City High must allow females to participate on this team.

Case 3: Suppose that your school has an interscholastic swimming team for females but not for males, There are a few males interested in copeting on the team, but not enough to form a separate team for males. If previous athletic opportunity for males has been equal to or greater than that available to females (as in case (1) where males had six teams and females had three), then the school does NOT have to allow the males to try out for the existing team. However, if previous athletic opportunity for males has not been equal to or greater than that available to females, the males must be allowed to try out.

MARITAL AND PARENTAL STATUS

Section 86.10 of the Regulations



Married or pregnant students often have been pressured by school officials to leave school and therefore have been denied the opportunity to continue their education. Title IX protects the right of a pregnant student to remain in school and guarantees that married female and male students be treated on an equal basis.

The regulation includes the following statements.

* Rules and regulations regarding married students must be the same for males and females.

* A pregnant student has the right to attend all regular classes and extra-curricular activities.

* When a school provides special programs for pregnant students, a student has the choice of attending the special program or continuing in her regular program. The instruction provided in the special program must be comparable to that of the regular program.

* If a school provides home instruction for students who are absent for medical reasons, then a pregnant student is entitled to home instruction if she, for any reasons of health related to her pregnancy, is unable to attend regular classes. If the school system does not have a home instruction program, then the pregnant student is entitled to a "leave of absence" from school for a reasonable length of time. Upon returning to school she is entitled to the same status she held before her leave.

* Schools may require a doctor's certificate that a pregnant student is able to participate in the regular school program. If this is the case, then the same type of certification must be required from all students with medical or emotional problems.

SCHOOL RULES AND REGULATIONS

Section 86.31 of the Regulations

There are two ways in which school rules and regulations can discriminate against students on the basis of sex. First, the rules themselves may be different for males and females. Rules about appearance or conduct may set different standards for each sex, such as prohibiting only males from having long hair or only girls from wearing pants.

The second way in which schools may discriminate is in the application of rules. Most schools have rules which prohibit fighting. However, sometimes females may be punished less severely than males for this offense.

Under the Title IX regulations both types of discrimination are outlawed.

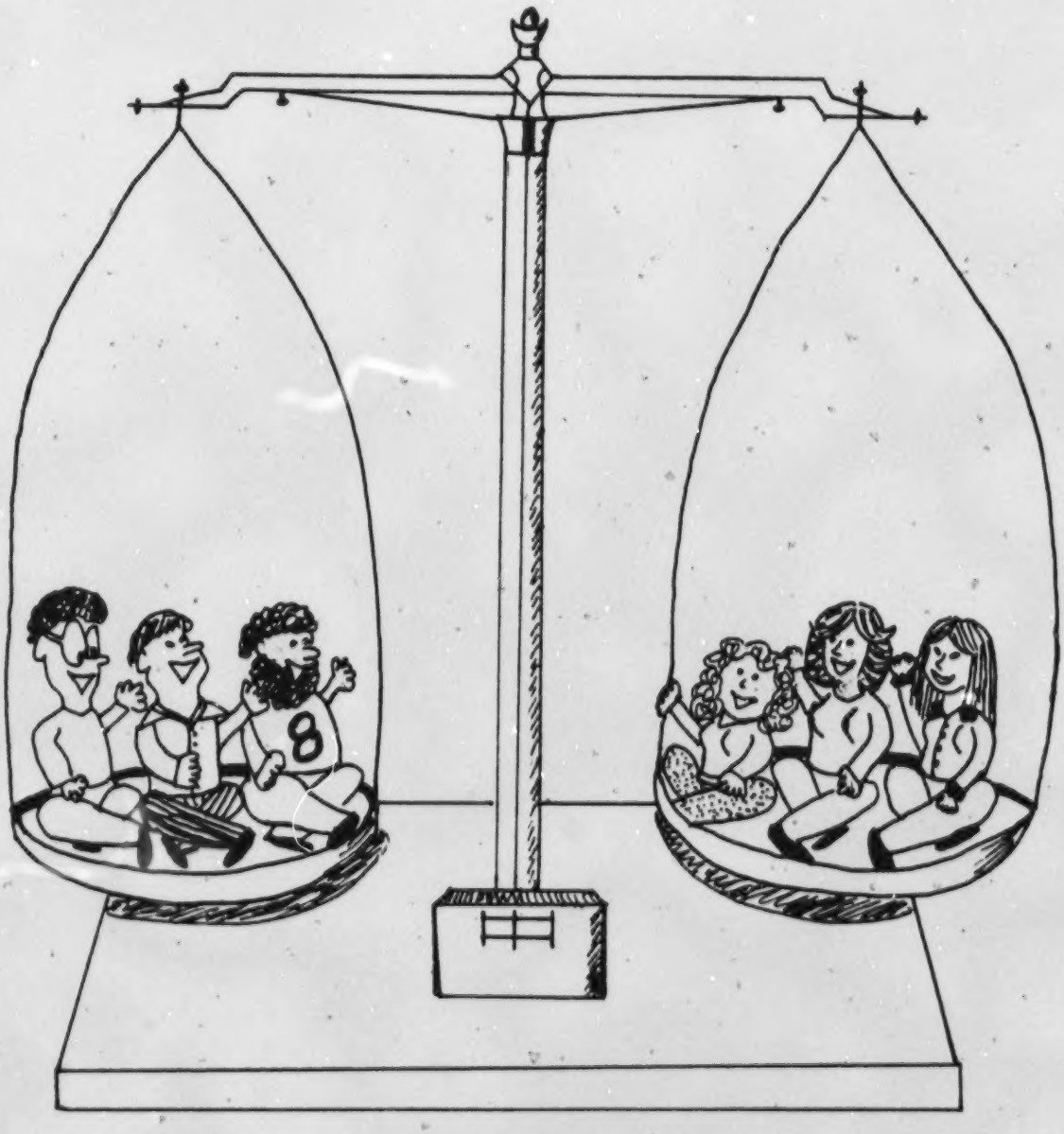
To be in compliance with Title IX a school must ensure that in both policy and practice school rules governing such areas as conduct and appearance are the same for males and females.

Any school policy which makes a distinction about what students can or cannot do based on their sex expresses bias against males and/or females and is against the law.

STUDENT SERVICES AND BENEFITS

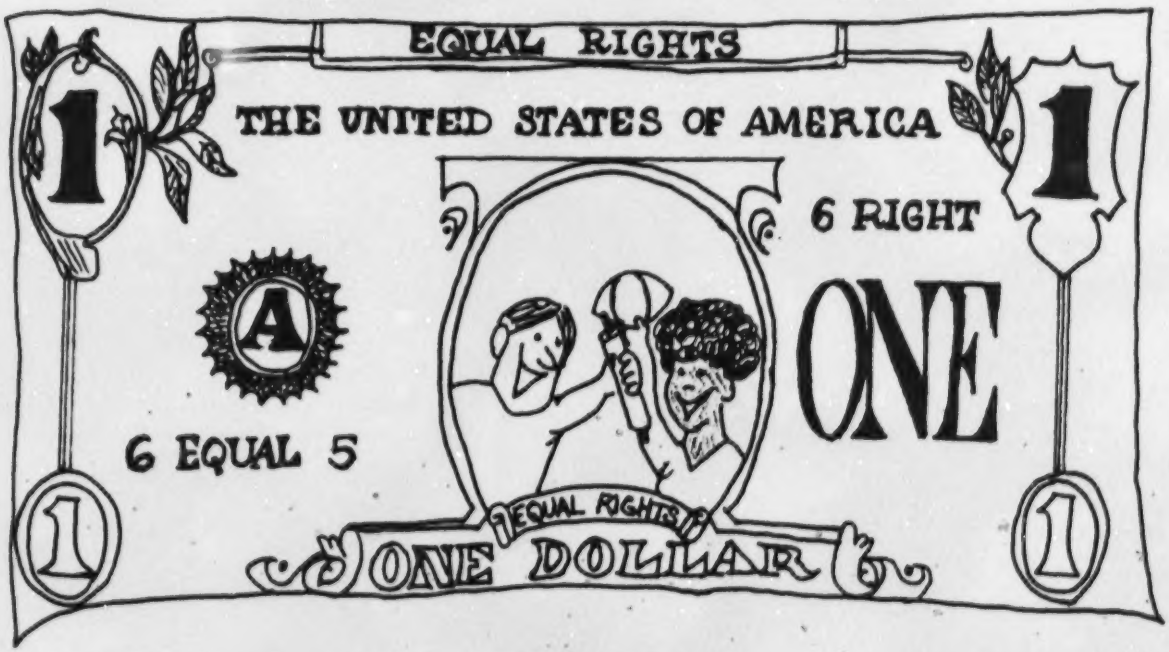
Sections 86.31 and 86.38 of the Regulations

All benefits and services a school provides must be offered equally to males and females. Benefits and services include not only courses and athletics, but any form of assistance a school provides. Medical insurance during competitive athletics should cover both males and females. Rules governing the use of home economics rooms, science labs or industrial arts rooms must be applied equally to students of both sexes. Employment opportunities offered by the school or through the school cannot discriminate on the basis of sex. All jobs must be available to both males and females.



FINANCIAL AID

Section 86.37 of the Regulations



All financial benefits, awards and scholarships must be distributed to the most qualified students.

Scholarships, awards and student financial aid are covered by Title IX in the same way as any other school policy or program. Such assistance must be awarded without regard to sex. This means that the kind and amount of financial aid your school offers and the way students are selected for that assistance should be based on standards that apply equally to males and females.

According to the regulation:

* a school may not provide different amounts or types of financial assistance, limit eligibility for assistance or apply different selection requirements on the basis of sex;

* a school cannot apply any rule concerning eligibility for assistance of pregnant or married students which treats one sex differently than the other;

* no school may assist, through solicitation, listing, approval or loan of facilities or services any agency or person which provides assistance in a way which discriminates on the basis of sex;

* in the case of a scholarship that is legally restricted to one sex, a school cannot bypass the student most qualified for the award if that student is of the opposite sex;

* athletic scholarships should be awarded in reasonable proportion to the number of males and females participating in interscholastic athletics.

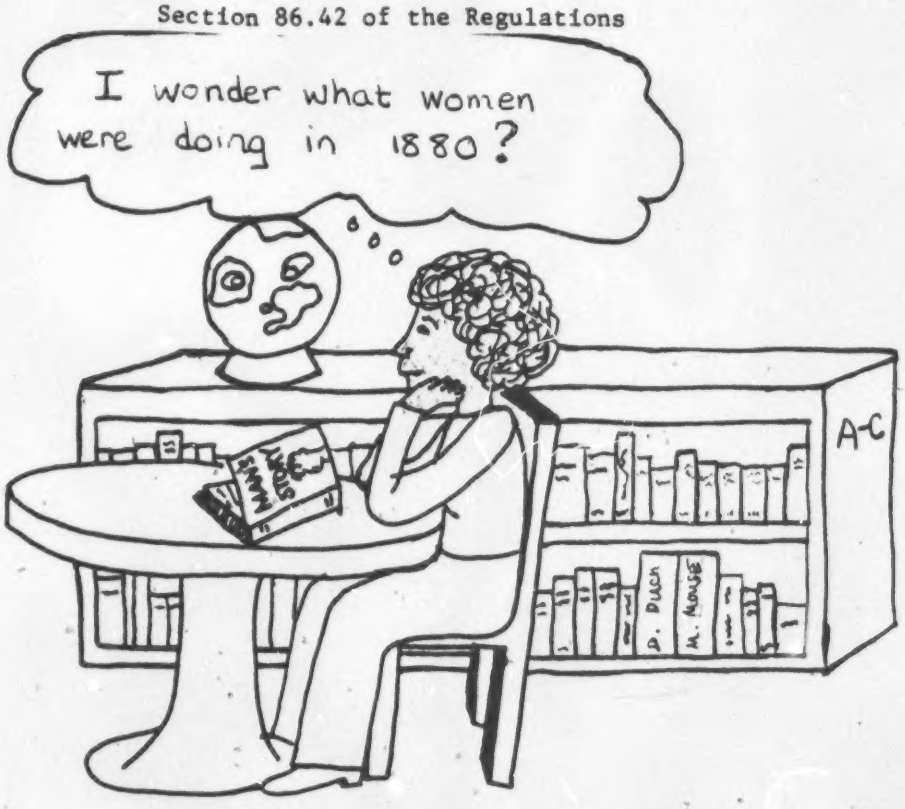
When awarding scholarships, a school should formulate a list of the most qualified students, based on objective criteria such as financial need and/or academic standing. Schools may not make separate lists for male or female students.

Any awards given by a school should begin with the most qualified student on the list. If the school gives three awards, they must go to the top three students. Those students may be all males or all females if those are the most qualified students.

Sometimes a school may have a trust or scholarship fund, left by a private party, which is legally restricted to one sex. It may happen that the person who is most qualified to receive this scholarship is not of the specified sex. In such a case a school cannot bypass the most qualified student. If the school can provide an equivalent scholarship to the most qualified student, then the sex-restricted scholarship can be awarded, provided the next student on the list is of the specified sex. If a comparable award cannot be provided to the most qualified students, then the sex-restricted scholarship cannot be awarded.

TEXTBOOKS, FILMS, SLIDE TAPES AND OTHER CURRICULUM MATERIALS

Section 86.42 of the Regulations



The Title IX regulations do not prohibit the use of particular textbooks or curricular materials. The content of textbooks, films and other materials is the responsibility and the right of state and local governments.

The problem with textbooks is that they may be sex biased, presenting men and women in stereotyped roles. When you look at your books consider some of these issues:

* How many men or women, boys or girls are discussed or pictured in the books?
* What are they doing? What role do they play? What kind of character is presented?
* Who is active and who is passive?
* In mathematics books, compare the number of girls and boys in problems dealing with money and machines, with recipes and marketing.
* In science books, compare the number of boys with the number of girls doing experiments.
* In social studies texts, examine the kind and numbers of jobs men and women are doing.

Biased books can have a significant effect on students' attitudes towards themselves and each other.

If you believe that certain texts or curricula in your school are sex biased, you can try to deal with this at a local level with the help of parents and friends.

If you feel that this is an important issue to deal with, we encourage you to bring it to the attention of the school officials, but remember, in this case there is no federal law to back you up.

FACILITIES

Section 86.33 of the Regulations

Title IX insures males and females equal access to all academic, athletic and personal facilities in schools.

According to the regulations:

* personal facilities such as toilets, locker rooms and showers may be provided separately for males and females, but must be of comparable quality;

* all other facilities, classrooms, science labs, home economics facilities, industrial arts shops, etc. must be open and equally available to students of both sexes.

This part of the regulation is especially important to students in vocational technical high schools. Often female students are refused admission to a shop because they are told there are no facilities for them to change clothes or wash. Title IX states that schools must provide facilities, and all new buildings must include equal facilities in their planning.

EMPLOYMENT

Subpsrt E of the Regulations; Sections 86.51-86.61

Employment policies and practices which discriminate on the basis of sex are prohibited by Title IX. Discriminatory employment practices deny equal opportunities to individuals who apply for jobs and to staff members who are already employed. They also result in staffing patterns which limit the exposure of students to males and females in non-traditional positions.

The pattern of employment in education reveals that women are most frequently employed as teachers. Few hold positions as principals, superintendents or other administrators. Even within the general category of teachers there appears to be a division between grade levels according to sex. Most elementary school teachers are females, and most male teachers are concentrated at the high school level.

When students perceive such differences in sex between their teachers and other school personnel their impressions of "acceptable" and "unacceptable" career goals based on sex may become biased.

The regulation prohibits discrimination in:

* recruitment, advertising and the application process for employment;
* hiring, promotion, tenure, layoff, termination;
* rates of pay or any other form of compensation;
* job assignments, seniority lists;
* leaves of absence, medical leaves, leave for child care or pregnancy; and
* any other term or privilege of employment.

SELF-EVALUATION AND AFFIRMATIVE ACTION

Title IX and its regulations prohibit discrimination in the existing programs, policies and practicies of a school. In addition, the regulations make school officials responsible for ensuring that Title IX is publicized and enforced. These officials must notify students and parents about the law and regulations, appoint a Title IX coordinator, conduct a self-evaluation and practice affirmative action (see p. 28).

Notification (Section 86.4 of the regulations)

Schools must notify the following people that they are in compliance with Title IX: applicants for admission, students, parents, employees and all unions or professional organizations holding agreements with the school. The first notice of this type was required by October 19, 1975, and must be reissued on a continuing basis.

Title IX Coordinator (Section 86.8 of the regulation)

According to Title IX, each school district must appoint at least one employee to coordinate its efforts to comply with the law. This person is called the Title IX coordinator. Depending on the size of your school district, he or she may or may not work full time on Title IX. In larger school systems a full time coordinator may be appointed. In a smaller system the position may be filled by an administrator like the superintendent or one of his/her assistants, a guidance counselor or even a teacher.

The responsibilities of the Title IX coordinator include the following:

* notifying students and parents about school policies and programs designed to eliminate discrimination;
* developing and administering a grievance procedure for handling complaints;
* coordinating the self-evaluation; and
* informing administrators, students, parents and other interested parties of identified discriminatory practices, violations of Title IX, grievances filed and the steps taken to correct these situations.

Schools must notify students and parents of the name, office address and phone number of this employee.

Self-Evaluation (Section 86.3(c) of the regulation)

By law, each school must have completed a self-evaluation by the summer of 1976. In its self-evaluation the school was to examine all of its policies and procedures to ensure that none were in violation of Title IX.

A record must be kept of any policies or procedures which are changed to comply with the law. A copy of the self-evaluation and a list of any policy changes must be kept on file for at least three years following the completion of the self-evaluation. If your school completed its self-evaluation in the summer of 1976 it must be kept on file at least until the summer of 1979. However, many schools did not complete their self-evaluations by this deadline. Your school's self-evaluation must be kept on file for three years from whatever date it was completed. The self-evaluation should be kept on file in your principal's office and in the office of your Title IX coordinator. Students must be allowed to see a copy of the self-evaluation.

Affirmative Action (Section 86.3 (b) of the regulations)

Even when a school has made sure that its policies and practices do not discriminate, the effects of past sex discrimination or bias may act to limit the participation of males or females in a particular school program. Under such circumstances schools should take steps to encourage members of the previously excluded sex to take advantage of the program.

Consider the case of a public vocational school to which admission was restricted to males before the passage of Title IX. If no effort is made to let females know that the school is now open to both sexes, and if no effort is made to encourage females to apply, they may not apply even if they are interested in vocational education. According to the regulations, schools must take steps to encourage members of the sex that has been discriminated against in the past to take advantage of the program. This type of encouragement is called affirmative action.

Suppose a school does make an extra effort to encourage females to apply because of past discrimination. Once the applications have been submitted, they must be considered without regard to sex. Since the school's affirmative action has increased the number of females applying, more qualified females should be admitted as a result. This should help make the numbers of males and females in the student body more equal.

APPENDIX A
TYPES OF SCHOOLS

I. High Schools (Secondary Schools)

Public High Schools: High schools which are financially supported by a local town, city, county or state government and which students who reside within the school district may attend free of charge.

Private High Schools: High schools which are supported financially by some source other than the government. Tuition may be charged and admission may be based on special criteria, for example, past academic performance, entrance exams or religious background.

Whether a school is considered to be public or private depends only on its source of funds. There are several types of both public and private high schools. Some of these are described below:

Comprehensive High Schools: Most public high schools are comprehensive high schools. Courses of instruction usually include English, history, mathematics, the natural sciences, foreign languages, and physical education. Comprehensive high schools often provide opportunities for some training in business or trade as well. Students who graduate from comprehensive high schools may go on to further academic studies or may enter the working world.

Vocational, Technical and Trade High Schools: These schools are primarily concerned with preparing students for employment directly after high school. They teach skilled trades such as nursing, auto mechanics, culinary arts, cosmetology, graphic arts, electronics and the like. Students alternate between classroom studies such as English, mathematics and history and shop training. Some vocational schools are regional schools, which means they serve more than one town or community. Students are usually required to apply for admission to vocational schools.

Special Academic High Schools: The primary purpose of these schools is to prepare students to attend college. Students must apply for admission, and selection is based on past academic performance and/or entrance exams. Some special academic high schools focus their curriculum on a specific academic discipline such as science and math.

II. Colleges and Universities (Post-Secondary Schools)

Junior and Community Colleges: Junior and community colleges are two year schools for advanced study in liberal arts, science, teaching and the like. Junior colleges are privately owned. Community colleges are supported by funds from local, state and federal governments. Graduates of two year colleges are awarded Associate's degrees and may seek employment directly or may continue their studies at a four year college or university.

Four-Year Colleges and Universities: Schools for continued academic study in fields such as science, humanities, and social science, among others. Schools of this type may be publicly or privately owned. Four year colleges may award degrees for a Bachelor of Arts (BA), or a Bachelor of Science (BS). Students upon graduation may enter the work force, or may continue their studies (see graduate and professional schools).

Trade and Technical Schools: Schools which provide students with training in specialized fields such as computer programming, cosmetology, or radio broadcasting. Students usually seek employment directly after graduation.

III. Graduate and Professional Schools:

Graduate Schools: Schools attended by students who have already received a degree from a college or university. They provide advanced training in specific fields such as American history, chemistry or comparative literature towards a Masters Degree (MA) or a Ph.D. (Doctor of Philosophy).

Professional Schools: Schools which train students in the skills of a particular profession, such as medicine, law or business. Professional schools are a type of graduate school. They are usually attended by students who have already received a college degree.

APPENDIX B
RESOURCE GUIDE FOR TITLE IX

There are many excellent resource materials on Title IX that you may write for. Several of these are free or only cost a small amount.

1. Complying with Title IX: A Resource Kit

This is a series of materials that deal with different parts of the Title IX regulationss. You can order them from:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Recommended booklets are:

-Competitive Athletics: In Search of Equal Opportunity
Margaret Dunkle. A guide for assessing equal opportunity in athletic programs and for developing strategies to attain it. Designed for higher education institutions, but useful at the secondary level. 142 pp. Stock # 017-080-01713-0. $2.75.

-Complying with Title IX: Implementing Institutional Self Evaluation. Martha Matthews and Shirley McCune. Steps for educators reviewing school district policies and practices for compliance with Title IX. 141 pp. Stock # 017-080-01672-9. $2.10.

-Complying with Title IX: The First 12 Months. Shirley McCune and Martha Matthews. Offers advice on meeting the five basic requirements of the Title IX regulation. 28 pp. Stock # 017-080-01669-9. $0.85.

-Identifying Discrimination: A Review of Federal Anti-Discrimination Laws and Selected Case Examples. Shirley McCune and Martha Matthews. The laws, illustrated by real cases from public schools and colleges. 16 pp. Stock # 017-080-01671-1. $0.45.

-Implementing Title IX: A Sample Workshop. Shirley McCune, Martha Matthews, et. al. Plan and sample materials for a one-day workshop on Title IX for educators. Appendix includes listing of films on sex role stereotyping and positive images of women. 218 pp. Stock # 017-080-01709-1. #3.75.

-A Student Guide to Title IX. Myra Sadker. Lively introduction to a student's rights and responsibilities under the law. Cartoons, too. 45 pp. Stock # 017-080-01710-5. $2.00.

-Title IX and Physical Education: A Compliance Overview. Adapted from a manual by Marjorie Blaufarb. Discusses Title IX requirements in physical education and how to meet them. Confronts frequent concerns of physical educators about the implications of the law. 29 pp. Stock # 017-080-01712-1. $1.40.

-Title IX Grievance Procedures: An Introductory Manual. Martha Matthews and Shirley McCune. Designed to help institutions evaluate their Title IX grievance procedures and revise them or develop new ones if necessary. 97 pp. Stock # 017-080-01711-3. $1.40.

-Why title IX? Martha Matthews and Shirley McCune. Documents the existence of sex discrimination in schools. 8 pp. Stock # 017-080-01670-2. $0.35.

2. Summary of the Regulations for Title IX.

Four-page "English Language" summary of the Title IX regulations.

Reprints of this summary are available. No charge for individual or small orders. Bulk orders sent by parcel post are $5. per 100. Extra charge for first-class or priority mailings. Checks or money orders should be made payable to PEER.

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3. Title IX materials from the U.S. Department of Health, Education and Welfare.

-The law itself.

-The Title IX regulation. With a factsheet and examples of practices illegal under Title IX.

-Sports memorandum. Sheds some light and more confusion on Title IX's implications for school sports programs.

-Elementary and Secondary Division Title IX Manual. A guide for HEW staff investigating sex discrimination charges, this will also be helpful to educators and community groups working to identify school practices that violate the law.

-Federal laws and regulations prohibiting sex discrimination. On a single chart

for easy reference — the Equal Pay Act, Title IX, Executive Order 11246, the Equal Credit Opportunity Act, and more. Coverage, provisions and enforcement procedures. Prepared by the Women's Equity Action League.

Write Public Affairs, Office for Civil Rights, Room 5410, 330 Independence Ave., SW, Washington, DC 20201. Free.

APPENDIX C
GUIDE TO HEW REGIONAL OFFICES

REGION I -- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Telephone

Mr. John G. Bynoe — 617-223-6397
Regional Director
Office for Civil Rights, Region I
Dept. of Health, Education and Welfare
140 Federal Street
Boston, MA 02110

REGION II -- New Jersey, New York, Puerto Rico, Virgin Islands

Mr. William Valentine — 212-264-4633
Acting Regional Director
Office for Civil Rights, Region II
Dept. of Health, Education and Welfare
26 Federal Plaza - Room 3908
New York, NY 10007

REGION III -- Deleware, District of Columbia, Maryland, Pennsylvania, Virginia
West Virginia

Mr. Dewey E. Dodds — 215-296-6772
Regional Director
Office for Civil Rights, Region III
Dept. of Health, Education and Welfare
Gateway Building, 3535 Market Street
Post Office Box 13716
Philadelphia, PA 19101

REGION IV -- Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina,
South Carolina, Tennessee

Mr. William H. Thomas — 404-881-3312
Regional Director
Office for Civil Rights, Region IV
Dept. of Health, Education and Welfare
680 West Peach Street, NW
Atlanta, GA 30308

REGION V -- Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

	Telephone
Mr. Kenneth A. Mines Regional Director Office for Civil Rights, Region V Dept. of Health, Education and Welfare 300 South Wacker Drive Chicago, IL 60606	312-353-2521
Cleveland Office Office for Civil Rights Dept. of Health, Education and Welfare Plaza Nine Building 55 Erieview Plaza -- Room 222 Cleveland, OH 44114	216-522-4970

REGION VI -- Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Ms. Dorothy D. Stuck Regional Director Office for Civil Rights, Region VI Dept. of Health, Education and Welfare 1200 Main Tower Building Dallas, TX 75202	214-655-3951

REGION VII -- Iowa, Kansas, Missouri, Nebraska

Mr. Taylor D. August Regional Director Office for Civil Rights, Region VII Dept. of Health, Education and Welfare Twelve Grand Building 1150 Grand Avenue Kansas City, MO 64106	816-374-2474

REGION VIII -- Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Dr. Gilbert D. Roman Regional Director Office for Civil Rights, Region VIII Dept. of Health, Education and Welfare Federal Building 1961 Stout Street - Room 11037 Denver, CO 80294	303-837-2025

REGION IX -- Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Islands, American Samoa

	Telephone
Mr. Floyd L. Pierce Regional Director Office for Civil Rights, Region IX Dept. of Health, Education and Welfare 100 Van Ness Avenue -- 14th floor San Francisco, CA 94102	415-556-8586

Region X -- Alaska, Idaho, Oregon, Washington

Ms. Marlaina Kiner Regional Director Office for Civil Rights, Region X Dept. of Health, Education and Welfare 1321 Second Avenue -- Room 5041 MS/508 Seattle, WA 98101	206-442-0473